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ABSTRACT

This document examines the 1976 High School Summer Programs and one evening program of the Atlanta Public Schools. This evaluation reports on the following variables: (1) school and faculty selection, (2) teacher certification, (3) enrollment and attendance, (4) pass-fail ratio of students, (5) cost data, and (6) questionnaire data from questionnaires submitted to students, faculty, parents, etc. Findings indicate the following: (1) summer session 1976 had 2,199 students which was fewer than previous summers, (2) the financial cost for the summer session was around $110,000, (3) the attitude of the staff toward the students and the students toward the staff appeared very positive while the staff and administrators seemed pleased with the manner in which all areas of the session operated, (4) principals during the first two weeks discovered many problems dealing with registration, scheduling and schedule changes, (5) attendance showed an improvement, especially with those repeating a subject; however, attendance overall was not good, and (6) little was offered in enrichment programs in the schools. (Author/AM)

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RESEARCH AND EVALUATION REPORT

VOL. X, NO. 5 SEPTEMBER, 1976

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SUMMER PROGRAMS

1976

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Atlanta Public Schools

Atlanta, Georgia

RESEARCH AND EVALUATION REPORT

Vol. X, No. 5 September 1976

SUMMER PROGRAMS 1976

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INTRODUCTION

The 1976 High School Summer Session was opened in two high schools chosen according to accessibility and the types of programs available within the schools. It was expected that these centers would operate with a total enrollment of 2,500 pupils. In addition, an evening program was set up to operate at Washington High School. Tuition for the Summer Session was fifteen dollars per course.

An evaluation of this Summer Session involved studying the critical variables of:

1. Teacher selection
2. Sources of students in each high school
3. Number of students enrolled in advanced and repeated courses
4. Attendance data
5. Pass-fail ratio of students
6. Cost data
7. Questionnaires
   a. Student
   b. Parent
   c. Teacher
   d. Registrar
   e. Principal
   f. Cabinet members
      (1) Area superintendents
      (2) Associate and designated assistant superintendents
8. Questionnaires to other school systems

SCHOOL AND FACULTY SELECTION

Two schools were selected as sites for the Summer Session (in addition to Washington Evening School) with each high school offering a program related to the facilities available in the school. The schools and the general program description as presented to students from which to make their selection of school and courses follow:

Available Program	Grady	Washington	Washington Evening
Art	X	X	—
Auto Body and Mechanics	—	X	—
Business	X	X	X
Drama	X	—	—
Drivers Education	X	X	—
English	X	X	X
Home Economics	X	X	X
Math	X	X	X
Music	X	X	X
Office Machines Repair	—	—	X
Physical Education	X	X	X
Science	X	X	X
Social Science	X	X	X
Special Education	—	X	—
Wood Technology	—	X	—
Total	11	13	9

Summer Session classes met from June 18 through August 13 for five hours each day with a daily starting time in both schools of 7:30 a.m. The evening program followed the same dates, but began at 5:00 p.m. and concluded at 10:00 p.m. Teachers reported for duty on June 17 allowing one day for planning.

Based on preregistration, the high school principal, in coordination with the area office, selected faculty members. The following criteria were used for staff selection:

1. Program needs in the school.
2. Training and certification of teachers.
3. Race ratio of applicants for Summer Session based on applicants.
4. Teaching rotation — a teacher may teach two years in succession in Summer School and then others must be given priority.

5. Seniority.

6. Principal's recommendation — both in the base and summer schools.

Teachers who desired to teach during the Summer Session completed a form requesting they be considered and based upon that list and the preceding criteria, faculties were selected. The evening program utilized the staff it already had since they were familiar with the programs and the students.

CERTIFICATION OF TEACHERS SELECTED

Table 1 provides a description of the certification levels of teachers selected to teach in Atlanta high schools during the 1976 Summer Session. Teachers with Sixth-Year certification made up 6.4 per cent of this group, while 55.3 per cent held Master's certification, and the remaining 38.3 per cent held Bachelor's certification. This compares to the system-wide certification data for FY '76 of 41.7 per cent of the 190-day teachers holding a Master's certificate, 36.1 per cent with a Bachelor's, 2.1 per cent with a Sixth-Year certificate, and 0.10 per cent holding a doctorate. There is no reason to believe that the high school data differ significantly from the system-wide data, so it would appear that according to certification the Summer Session teachers were, on the whole, more highly qualified than the regular school year teachers.

TABLE 1

LEVELS OF CERTIFICATION FOR HIGH SCHOOL
SUMMER SESSION TEACHERS

School	4-Year N	4-Year Per Cent	5-Year Master's N	5-Year Master's Per Cent	6-Year N	6-Year Per Cent	Total
Grady	6	37.5	7	43.7	3	18.7	16
Washington	12	38.7	19	61.3	0	0	31
Total	18	38.3	26	55.3	3	6.4	47

The experience of the teachers was another factor. Table 2 indicates that a majority of the teachers in the Summer Session had been with the System nine years or longer. Forty-seven per cent had been with the System six to ten years, and thirty-six per cent had been employed by the Atlanta System for eleven years or longer. The average number for the Summer Session teachers was eleven years, as compared to the system-wide average for FY '76 of eleven years experience. There is no difference between the experience of the Summer Session teachers and the System as a whole.

Based upon certification and experience, the Summer Session teaching staff was a well-qualified group.

TABLE 2

LEVEL OF EXPERIENCE FOR HIGH SCHOOL
SUMMER SESSION TEACHERS

School	1-5 Years N	1-5 Years Per Cent	6-10 Years N	6-10 Years Per Cent	11-20 Years N	11-20 Years Per Cent	21 Years N	21 Years Per Cent	Total
Grady	1	6	6	38	8	50	1	6	16
Washington	6	19	16	52	9	29	0	0	31
Total	7	15	22	47	17	36	1	2	47

ENROLLMENT AND ATTENDANCE

The establishment of only two high schools and one evening school for Atlanta students meant they were limited by what was offered in the schools and their accessibility to those schools. Table 3, High School Summer Session Enrollment, shows the student attendance by each of the high schools according to the home school of each student. It can be readily seen that the Summer Session students were not too well distributed between the schools and that large groups from a given school attended a particular center. Table 3 also displays the per cent of students remaining at the end of the session for each of the home schools. There were fifteen schools which had dropouts and only two below ninety per cent. Overall, ninety-eight per cent of those students registering remained. This compares quite favorably with last year's 80.2 per cent remaining.

TABLE 3

HIGH SCHOOL SUMMER SESSION ENROLLMENT

Home High School	Grady				Washington				Total			
	Number Enrolled	Number Withdrawn	Final Active Roll	Per Cent Remain	Number Enrolled	Number Withdrawn	Final Active Roll	Per Cent Remain	Number Enrolled	Number Withdrawn	Final Active Roll	Per Cent Remain
Archer	2	0	2	100	23	0	23	100	25	0	25	100
Bass	25	3	22	88	3	0	3	100	28	3	25	89
Brown	3	0	3	100	75	1	74	98	78	1	77	99
Carver	7	0	7	100	38	0	38	100	45	0	45	100
Douglass	2	0	2	100	139	0	139	100	141	0	141	100
East Atlanta	8	0	8	100	33	0	33	100	41	0	41	100
Fulton	2	0	2	100	27	0	27	100	29	0	29	100
George	25	4	21	84	17	1	16	94	42	5	37	88
Grady	76	5	71	93	0	0	0	0	76	5	71	93
Harper	0	0	0	0	80	0	80	100	80	0	80	100
Howard	10	0	10	100	25	0	25	100	35	0	35	100
Murphy	39	1	38	97	43	1	42	97	82	2	80	97
North Fulton	54	1	53	98	20	0	20	100	74	1	73	99
Northside	66	4	62	94	94	0	94	100	160	4	156	97
Price	4	0	4	100	24	0	24	100	28	0	28	100
Roosevelt	8	1	7	87	11	0	11	100	19	1	18	95
Smith	8	0	8	100	47	0	47	100	55	0	55	100
Southwest	3	0	3	100	105	0	105	100	108	0	108	100
Sylvan	22	5	17	77	43	0	43	100	65	5	60	93
Therrell	3	0	3	100	134	0	134	100	137	0	137	100
Turner	2	0	2	100	46	0	46	100	48	0	48	100
Washington	0	0	0	0	265	2	263	99	265	2	263	99
West Fulton	4	0	4	100	52	0	52	100	56	0	56	100
Total Atlanta High Schools	382	24	358	94	1,338	5	1,333	99	1,720	29	1,691	98
Private-Out of-City	77	1	76	99	74	0	74	100	151	1	150	99
Middle	24	0	24	100	32	0	32	100	56	0	56	100
Elementary	2	0	2	100	70	0	70	100	72	0	72	100
Grand Total	485	25	460	95	1,514	5	1,509	99	1,999	30	1,969	98

There were students enrolled in the Summer Session who would be entering school in the fall from Atlanta elementary and middle schools in addition to students previously enrolled in high schools. Table 3 also provides the number in Summer Session from private and out-of-city schools.

Table 4 provides attendance data for summer schools, students enrolled, pupil class load, and full-time equivalents. The full-time equivalents were computed based on a five-hour day. If a student attended only one hour per day, he contributed one-fifth of one average daily attendance (ADA).

TABLE 4

HIGH SCHOOL SUMMER SESSION — ATTENDANCE

	Students Enrolled			Pupil Class Load		Full-Time Equivalence		
School	First Day	Withdrawn	Last Day	First Day	ADA	Active Roll	ADA	Per Cent Attendance
Grady	450	25	460	1,170	896	248	179	76.6
Washington	1,219	5	1,509	3,169	2,513	734	503	79.3
Total	1,669	30	1,969	4,339	3,409	982	682	78.6

The total active roll of full-time equivalents in the high schools was 982. The full-time active roll for 1975 was 4,722 which shows a decrease of 3,737 with a corresponding decrease in centers from five to two. This decrease appears to be due to fewer centers and each of those open with only half the full-time equivalent active roll (1975 — Grady, 559 and Washington, 1,375; 1976 — Grady, 247 and Washington, 734). The tuition charge may have been a contributing factor in the decreased enrollment.

At the beginning of the Summer Session, the average number of courses taken by students was 2.4. At the conclusion of the session, the average was 2.1. This decrease was as a result of 139 courses dropped by the conclusion of the first twenty days. The courses dropped included 70 repeat courses and 69 advanced courses.

There were 1,999 students who enrolled and attended the high school Summer Session, 30 who withdrew and 1,969 students remained on roll to the end of the term. Some of these students took full loads (five courses), but others enrolled for only one or two courses. For this reason, the full-time equivalent active roll, 982, is so much lower than the enrollment figure 1,999.

In Table 5, there is a detailed listing of attendance in Summer Session based upon the class sessions in each high school. The percentage of attendance for the first twenty days and the second twenty days has been computed for each of the high schools as well as the total per cent of attendance. Washington lead in per cent of attendance during both the first and second twenty-day periods with 82.9 and 75.6 for an average of 79.3. The overall attendance of 78.4 was slightly above that of 1975, 76.8.

The pupil-teacher ratio for Grady High School was 1:22.1 while at Washington it was 1:27.2, for an overall total ratio of 1:24.7. Class sizes varied from the small driver education class of five to physical education and health classes of sixty, while there were academic courses ranging from seven in a business education class to forty-one in a class on political reform.

Students in the Summer Session of high school are of two varieties — those taking advanced courses and those repeating previously failed courses. Recognizing the fact that these may be two different groups as regards

TABLE 5

HIGH SCHOOL SUMMER SESSION ATTENDANCE BY CLASS SECTIONS

	First Twenty Days				Second Twenty Days			Total Session	
School	Load Card	Active Roll 7/9/76	ADA	Per Cent Attend-ance	Active Roll 8/13/76	ADA	Per Cent Attend-ance	ADA	Per Cent Attend-ance
Grady	1,311	1,278	1,008	78.9	1,241	911	73.4	1,919	76.4
Washington	3,505	3,691	3,060	82.9	3,668	2,773	75.6	5,833	79.3
Total	4,816	4,969	4,068	81.8	4,909	3,684	75.0	7,752	78.4

attendance, the groups were studied by class period in each of the schools. Table 6 presents the attendance for each school according to advanced and repeater courses.

TABLE 6

ATTENDANCE COMPARISON BETWEEN SUMMER SESSIONS '75 AND '76 AT GRADY AND WASHINGTON

School	First Twenty Days		Second Twenty Days		Average	
	Advanced	Repeater	Advanced	Repeater	Advanced	Repeater
Grady '75	78.4	63.6	73.5	56.8	75.9	60.4
'76	80.7	76.3	76.4	69.6	78.6	73.3
Difference	2.3	12.7	2.9	12.8	2.7	12.9
Washington '75	81.1	75.2	72.3	61.8	76.4	69.1
'76	83.2	80.5	76.1	71.5	79.9	76.0
Difference	2.1	5.3	3.8	9.7	3.5	6.9

A comparison between 1975 and 1976 shows a degree of improvement between 1975 and 1976 of advanced students and an extreme improvement (12.9 per cent at Grady and 6.9 per cent at Washington) in attendance of repeater students at Grady and Washington.

In only two classes in the first twenty days, second at Washington (87.4 to 85.0 per cent), and third at Grady (86.7 to 81.6 per cent) did the repeating students have higher attendance than the advanced students. In all other instances, the advanced students had a higher attendance rate. Again, during the second twenty days, the first period at Washington is the only instance where a repeating class exceeded an advanced class — 75.6 per cent to 75.2 per cent — but in all other instances, the advanced students exceeded the attendance of the repeating students.

The total per cent of attendance for advanced and repeater students for the first twenty days and the second twenty days can be compared. Both groups were lower for the second twenty days, but the repeater group consistently attended school less than the advanced group. Advanced students had an 81.7 per cent attendance rate for the first twenty days and 76.2 per cent for the second twenty days. Repeater students had a 78.5 per cent of attendance for the first twenty days and a 68.2 per cent of attendance for the second twenty days.

Table 7 also includes attendance data averaged for the entire 40 days of the Summer Session. The data indicate that the advanced pupils have a greater (Grady 5.3 per cent and Washington 3.9 per cent) overall per cent of attendance than the repeater pupils, in both centers.

Realizing the need to attend the classroom sessions in order to learn and ultimately to pass a course, the number and per cent who passed and number and per cent who failed were computed for each school. Table 8 provides the data for each school for those who passed courses and those who failed based on active roll: Overall, 77.4 per cent of the students passed and 22.6 per cent failed. For advanced students, 20.4 per cent failed and 79.6 per cent passed. Repeater students passed 66.8 per cent of their courses while failing 33.2 per cent. The repeater students' failure rate was higher than that of advanced students. This could be accounted for by the higher rate of attendance of advanced students, 79.5 per cent, over repeater students, 74.4 per cent.

TABLE 8

GRADE REPORT

School	Active Roll	Per Cent of Total Active Roll	Fail	Pass	Per Cent Fail	Per Cent Pass
Advanced						
Grady	761	61.3	95	666	12.4	81.6
Washington	3,299	89.7	734	2,565	22.2	87.8
Total	4,060	82.7	829	3,231	20.4	79.6
Repeat						
Grady	480	38.7	156	324	32.5	67.5
Washington	368	10.3	126	242	34.2	65.8
Total	848	17.3	282	566	33.2	66.8
Total						
Grady	1,241	—	251	990	20.2	79.8
Washington	3,667	—	860	2,807	23.4	76.6
Total	4,908	—	1,111	3,797	22.6	77.4

TABLE 7

PERCENTAGE OF SUMMER SCHOOL ATTENDANCE
BY CLASS SECTION FOR ADVANCED (A)
AND REPEATER (R) STUDENTS

	Period											
	First		Second		Third		Fourth		Fifth		Average	
	A	R	A	R	A	R	A	R	A	R	A	R
First Twenty Days												
Grady	78.1	76.1	86.9	77.8	81.6	86.7	75.5	67.1	77.2	65.8	80.7	76.3
Washington	82.6	81.5	85.0	87.4	85.2	77.7	81.1	78.3	78.0	69.2	83.2	80.5
Average	81.8	80.1	85.4	82.1	80.5	82.6	80.0	71.2	77.8	67.4	81.7	78.5
Second Twenty Days												
Grady	74.1	74.7	76.9	75.6	77.5	74.8	76.0	55.7	77.8	54.7	76.4	69.6
Washington	75.2	75.6	77.9	74.0	77.3	69.1	76.9	72.8	69.5	63.1	76.1	71.5
Average	75.0	75.0	77.7	74.8	77.3	72.2	76.7	62.4	71.3	59.1	76.2	68.2
Forty-Day Average												
Grady	76.2	75.5	81.9	76.8	79.7	80.8	75.8	61.7	77.5	61.7	78.6	73.3
Washington	78.9	78.6	81.5	80.8	81.2	73.4	79.0	75.6	72.4	65.9	79.9	76.0
Totals	78.4	76.6	81.6	78.7	80.9	77.5	78.4	67.0	74.9	63.8	79.5	74.4

QUESTIONNAIRES

Questionnaires were administered to ten per cent of the Summer Session student bodies, twenty per cent of the teaching staff, all high school registrars, all middle and high school principals, area superintendents, the Assistant Superintendents for Personnel and for Support Services, and the Associate Superintendent for Operations.

Student Questionnaire

A student questionnaire was administered to 183 students in the three schools. It was found that the most frequent reasons for attending Summer Session were; (1) to take a course(s) failed during regular school (32.5 per cent), (2) to take an advanced course(s) (23 per cent), (3) to have something to do (17 per cent), and (4) to graduate early (14 per cent).

The students were asked about the level of difficulty of their work. Fifty per cent indicated it was of the same difficulty, about forty per cent found it easier, and the remaining ten per cent believed it was harder. Regarding homework, sixty per cent stated they received less homework, twenty-eight per cent stated they received about the same amount, and twelve per cent indicated they received more homework.

The overwhelming majority of students (eighty-five per cent) stated that students had been quiet and cooperative; over seventy per cent of the students queried noted they learned as much in their courses as they would have learned during the regular school year.

Seventy per cent of those students attending Summer Session had friends who did not attend because of the cost factor, but cost was a factor with only thirty per cent who did attend. Over fifty per cent had the number of courses they took limited by employment or other activities.

Parent Report

A telephone survey of parents of high school-age pupils was conducted. The purpose of this survey was to determine why more students were not in attendance. A random sample of 135 students, representing both high schools, was taken.

The reasons given for nonattendance were ranked as follows:

Reason	Number Response	Per Cent
Did not want to attend	46	34
Too expensive	35	26
Student working	22	16
Transportation difficulties	12	9
Traveling	9	7
Other activities	7	5
Unaware of Summer Session	4	3

The largest portion did not wish to attend although running second was the expense involved in attending Summer Session was too high.

Teacher Questionnaire

Teachers given questionnaires responded favorably to the manner in which teachers were selected for the Summer Session. All teachers queried apparently were satisfied with their school assignments, seventy-five per cent with their class loads, and seventy per cent with the materials available.

Sixty-five per cent of the teachers believed the length of the term adequate, and all teachers stated the Summer Session was of value to students. Homework of one-hour duration was assigned to students by eighty per cent of the teachers.

Seventy-five per cent of those questioned noted the fee requirement had improved attendance, the concern for learning, and improved attitudes regarding behavior.

All teachers indicated that, in the future, air-conditioned centers should be considered.

Registrar Questionnaire

The questionnaire to which eighteen registrars responded was geared to the following points: why attend Summer Session, the cost factor, registration problems, and comparisons to previous summers.

1. Why, in your opinion, did most students attend summer school?
   Add new courses, 10; repeat failed courses, 15.

2. How did students react to the fee?

   Did not mention 8; against, 6; could not attend because of cost, 5.

3. For what reasons were schedule changes needed, and what per cent needed changing?

   The overwhelming reason for change (80 per cent) was due to shifts in the master schedule. There were only 5 to 10 per cent of the schedules which needed changing prior to June 18.

4. As compared to previous Summer Sessions, did you find the students who registered this year:

   a. included children who failed courses 13.

   b. included more students taking advanced courses 5.

   c. included a fewer number of behavior problems 8.

The results from the questionnaire indicated more repeaters taking courses than those taking advanced; there were mixed reactions to fees, although more did not mention it than did; there were very few schedule changes; and there were fewer behavior problems than in previous summers.

Principal Questionnaire

This summer the high and middle school principals had the opportunity of serving a two-week tour of duty on a four-person administrative team in one of the centers. One of the members was designated team leader. Their questionnaire dealt with the team aspect and the operation of the Summer Session.

Collectively, they believed the opportunity to work together was a profitable experience pulling on the expertise of a variety of administrative concepts as well as the sharing of knowledge and experiences. It was an advantage to work together and utilize one another's experiences, making it possible to jointly reach a decision. Such teaming also made it possible for more time being made available for supervision. The group did state the students' should have identification cards, teachers should be chosen on ability, at least one administrator be on site the entire summer to lend continuity to the program, and finally they be made aware of the summer schedule early enough (March) to set summer plans accordingly.

Questionnaire Responses from the Associate Superintendent for Operations, the Assistant Superintendents for Personnel and for Support Services, and the Area Superintendents

It was believed by these persons that: (1) all teachers were chosen fairly, (2) the tuition charge is necessary because of the System's financial situation, (3) the managerial concept for principals was good, (4) preregistration should be held earlier, and (5) the sites chosen should be changed and air-conditioned buildings utilized if possible.

Additionally, it was noted students this summer were, on the whole, more serious than in past summers. It was suggested that principals should have more voice in the choosing of teachers, and further, assistant principals should be utlized in the administration of the Summer Session. The program could then be used to train future administrators.

WASHINGTON EVENING SCHOOL

The evening school is an opportunity for adults to continue their interrupted education. It began with an enrollment of 210 which dropped to 200. This number was less than half that attended last summer (approximately 500). The principal attributed the decrease to the tuition charge.

Although the students in attendance were somewhat divided on whether or not the cost affected attendance of the twenty-two interviewed, (8 — yes, 14 — no), they did state cost determined the number of courses taken plus an overwhelming number stated they had friends who did not attend because of the charge (17 — yes, 4 — no).

The night school teachers and students stated the attitude and behavior of the students were quite good.

AUGUST GRADUATES FROM THE THREE CENTERS

As a result of attending summer school, sixty-five students graduated at the conclusion of the summer. They represented eighteen high schools with the largest contingency (11) from Harper.

OBSERVATIONS

More than half the classes in the Summer Session were observed by persons from the Research and Evaluation Division. The results showed the classrooms generally to be interesting, organized, and enjoyable. Most students participated in group lessons, although there was some subgrouping in evidence. The students exhibited a friendly, open attitude toward the teachers. Teachers, in turn, exhibited a friendly, open attitude toward the students and showed much regard for their feelings. Teachers treated students as individuals and used positive reinforcement when appropriate.

There was not a variety of instructional practices or materials being used. Most used textbooks with a lecture-discussion method. Some classes utilized newspapers; and other classes, such as laboratories or home economics classes, used other materials. There was little evidence of other media being utilized.

Students, as a rule, displayed self-confidence, respect for others opinions, and property of others.

COST DATA FOR THE THREE CENTERS

Salaries

Teachers	$ 127,487.07	
Cafeteria*		
Materials and Supplies	3,320.43	
	$ 130,807.50	
Tuition	53,083.00	
Refunds	1,500.00	
Net Cost to School System	$ 79,224.50	plus cafeteria
Full-Time Equivalent	$ 74.05	

*Not available at this time as June, July, and August cafeteria accounting procedures lumped all expenditures together.

Scholarship

As the third quarter concluded, a directive was issued to allow Medicaid card holders to attend the Summer Session on full scholarship. The following indicates where they were enrolled:

Grady	43
Washington	309
Washington Evening	2
	354

These 354 students took 1,076 courses, or 22 per cent of the total courses carried. They represented elementary, middle, and high schools.

Vandalism

A report issued by the Division of Environmental Services gives a breakdown on window breakage and repair, the only vandalism to any of the high schools during the summer.

Grady	$ 50
Price	$100
Turner	$100
Brown	$100
Roosevelt	$100
Total	$450

All of the above damage was as a result of broken windows. As a comparison to the regular year and previous summers, this was a great improvement. The improvement could have been attributable to the stress placed on self-control during the preceding school year.

SUMMER SESSION IN OTHER SCHOOL SYSTEMS

This is the first summer in many years the Atlanta School System has charged tuition for Summer Session attendance. To find out what has been done in this regard in other sections of the country, questionnaires were mailed to fifteen other school systems (five metropolitan, three state, and seven nation-wide systems). There was an eighty per cent return and all but three systems charged tuition for the Summer Session ranging from ten to forty dollars per course, with a median of twenty-five dollars. The Philadelphia and St. Louis, Missouri, systems charge no tuition, but limited attendance to juniors and/or seniors who need courses to graduate on schedule.

OTHER PROGRAMS AVAILABLE

Community Education

Programs consisting of cultural, enrichment, and recreational activities for children and youth, as well as some vocationally oriented programs for adults, were held at Archer, Coan, Kennedy, King, Price, and Sutton centers. The programs operated from approximately 9:00 a.m. to 10:00 p.m. The program length varied, but the average was eight weeks.

Staff from the Atlanta Public Schools consisted of community school directors only. The remaining staff was provided from the Neighborhood Youth Corps (NYC) and Urban Corps interns, Parks and Recreation, and the Young Men's Christian Association (YMCA).

Financing was divided into two phases, a $5,500 grant from the City of Atlanta for supplies and materials and $15,000 for directors' salaries paid by the Atlanta School System. All other expenditures were absorbed by the participating agencies.

The programs were subdivided into enrichment and recreation for persons in grades kindergarten through sixth and seventh through twelfth. There were two programs for adults, one which was purely academic and the other a social and recreational program. There was a total of 3,907 enrolled in the six programs. (Table 9.)

TABLE 9

COMMUNITY SCHOOLS — ENROLLMENT

	Archer	Coan	Kennedy	King	Price	Sutton	Total
K-6 Enrichment and Recreation	344	115	120	421	208	55	1,263
7-12 Enrichment and Recreation	441	125	280	200	347	70	1,463
Adult-Academic	46	—	150	—	—	100	296
Adult-Social and Recreational	175	35	150	245	200	80	885
Total	1,006	275	700	866	755	305	3,907

Operation Upstream

Two sessions of Operation Upstream were held during the summer, one for boys from June 23 to Juy 13 and one for girls from July 15 to August 4. There were thirty boys and twenty-two girls who participated for a total of fifty-two. Each participant paid a $75 fee and received 15 hours credit (5 in physical education, 5 in social studies, and 5 in science).

Income	$ 3,785.00
Salaries	8,203.45
Nonsalaried Expenditures	12,599.03
Total Cost to the System	17,017.48

The cost to the System amounted to $327.25 per student.

Art Scene

There were 107 students from fourteen Atlanta high schools attending the Art Scene held at the Memorial Arts Center providing classes in jewelry, textiles, ceramics, design, weaving, printmaking, painting, and stained glass work. One Atlanta teacher was employed at an approximate cost of $2,000 and the material cost was $900.

All other teachers and a clerical aide were paid from High Museum funds.

The coordinator served half time at no cost to the System.

As can be seen from Table 10, each of the programs carried out during the summer of 1976 had per pupil expenditures ranging from $327.25 in Operation Upstream down to $3.83 in the Community School Centers. There were 6,235 persons involved in some type of summer program during summer '76, although some persons could show up in more than one program. The total cost to the Atlanta School System appears to have been $107,641.98 or $21.32 per full-time equivalent.

TABLE 10

SUMMER '76 PROGRAMS COST BREAKDOWN

Program	Number Involved	Salaries	Supplies	Income	Total Cost to System	Per Pupil Expenditures
Summer Session	982**	$127,487.07*	$ 3,320.43	$58,083.00	$ 72,724.50	$74.05
Operation Upstream	52	8,203.45	12,599.03	3,785.00	17,017.48	327.25
Art Scene	107	2,000.00	900.00	—	2,900.00	27.10
Community Schools	3,907	15,000.00	—	—	15,000.00	3.83
Total	5,048	$152,690.52	$16,819.46	$61,868.00	$107,641.98	$21.32**

*Does not include cafeteria.
**Full-time equivalent for 1,969 individuals.

CONCLUSIONS AND RECOMMENDATIONS FOR SUMMER SESSION

Summer Session 1976 had 2,199 students which was fewer than previous summers. This appeared to have been due to two factors — only two centers available and the initiation of a tuition charge. Despite these facts, the Session seemed to have gone quite well with only a two per cent dropout rate as compared to last year's 19.8 per cent dropout rate. There was also a higher attendance than in previous years.

The attitude of the staff toward the students and the students toward the staff appeared very positive while the staff and administrators seemed pleased with the manner in which all areas of the session operated.

Principals during the first two weeks discovered many problems dealing with registration, scheduling, and schedule changes. As much as possible, all registration should be handled in the local school to avoid confusion.

Attendance showed an improvement, especially with those repeating subjects; however, attendance overall was not good. As the amount of material needed to be covered in a short period of time is large, absences should be limited to such as fifteen per cent (six) or a final examination covering the course content be given.

The financial cost for the Summer Session appears as if it was around $110,000. This cost does not include maintenance, maintenance supplies, lost books, and wear and tear on the buildings. Therefore, in light of the fact that other school systems are also charging tuition, it is recommended that the tuition charge be continued at between fifteen and twenty dollars per course.

Each summer it has appeared that the programs have been last-minute affairs with changing deadlines and programs. It is recommended the size of the program and the number of centers be decided within the framework of the budget-making process and that by March 1, the publicity be put forth on the following:

1. Summer Session
   a. Number of centers
   b. Location
2. Other programs
3. Staff registration
4. Tuition/fees

Preregistration should take place early enough to identify staff, arrange classes, and even make schedule changes before the third quarter concludes. It is recommended that preregistration take place in April.

This year, little was offered in enrichment programs in the schools, yet these are the courses not always available in the home schools. These are courses the gifted student can use. It is recommended two to three such courses be offered in each center.

There were some instances where two and three class offerings were carried on in one classroom under the direction of one teacher, due to the low enrollment in each course. This should be alleviated if at all possible due to the amount of preparation necessary on the part of the teacher and the possible distraction to students.

As the percentage of students taking courses in the areas of English, social studies, math, and physical education has remained fairly constant over the past few years, the persons who would teach these classes should be identified early.

Quite often, the temperature in classrooms reached above ninety degrees (thirty-two degrees Celsius) by midmorning, exceeding the outdoor temperature. It will be noted that the attendance was off considerably during the last two periods each day. This could be alleviated by having the programs in climate-controlled centers, even to the point of considering housing them in middle schools, but within the framework of location and accessibility.

Food service has been a part of the Summer Session for the past few years. However, with the high cost of the summer program, it seems advisable to drop it, especially since most students stay only until noon. If a food serving program is continued, consideration should be given to separating summer cafeteria accounting procedures so a financial statement can be made in this regard by the first of September.

The monitoring process should be continued, including teacher load and teacher utilization.

It is recommended the evening school at Washington High School be continued. Students who, for one reason or another, have dropped out of school but who have a sincere desire to continue their education should be given every opportunity to continue. A minimum number of students, however, should be in attendance to remain open.

The per pupil expenditure for Operation Upstream ($327.25) is too high to warrant continuation, despite the good derived by those involved.

Community School was an expense due to salary expenditures ($15,000). As the Community School directors have been placed on twelve months, the recommendation is that the community program be continued.

Teachers for the evening program should be selected in the same manner as those teaching in the day program.